

**Teacher Education Program Cluster  
Teaching Core Competencies  
(CIP: 13.1206)**

***Occupational Skills***

The student demonstrates the specified level of competency in occupational skills:

**0                      1                      2                      3                      4**

**Foundation Core Competencies**

The student demonstrates the specified level of competency in occupational skills:

**0                      1                      2                      3                      4**  
No Exposure    Introduced    Practiced    Entry Level    Competency

**0 1 2 3 4**

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Core Competency: Problem solving and critical thinking skills, Communication, Technical Skills

**A. Demonstrates understanding of appropriate classroom assessment practices and procedures**

(2.4)  
(C.1, C.2, C.3, C.4, C.5)

Activities:

1. Review and discuss performance-based assessments that link instructional decision-making and lesson planning.
2. Review, demonstrate and discuss strategies for evaluating the effectiveness of learning methods and materials prepared in relation to curricular goals and individual differences.
3. Explain concepts of measurement
4. Interpret measurements appropriately
5. Employ fundamental knowledge of non-numeric data to enhance learner achievement

**0 1 2 3 4**

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Core Competency: Technical Skills, Leadership and Teamwork

**B. Demonstrates understanding of a variety of effective teaching and learning strategies in school settings**

(2.1, 3.2)  
(D.1)

1. Develop lessons that are sensitive to the diverse needs and styles of students
2. Create thematic instructional units that rely on active learning and encourage higher order thinking
3. Develop the ability to reflect on their teaching, student learning,

- and to make changes as warranted.
4. Reference multiple learning methods.
  5. Make connections logical, accurate, and meaningful to learners.
  6. Make connections logical, accurate, and meaningful to learners.

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Core Competency: Academic Foundations, Ethics and Legal Responsibility

**C. Demonstrates fundamental knowledge of psychology**  
(4.3, 4.4)

Activities:

1. Discuss the origin and development of psychology as both a biological and social science, describe the subject matter it includes, and discuss its relationship to other social sciences.
2. Describe the application of scientific method to the study of human behavior and provide examples of how facts, concepts, and theories are used to explain phenomena.
3. Discuss and demonstrate a basic understanding of fundamental psychological concepts including: the biological and genetic foundations of human behavior, consciousness, sensor perception, learning, memory, intelligence, motivation, emotion, conflict, and personality.
4. Identify major schools of psychological thought and discuss the approach that each takes to understanding and changing human behavior.
5. Identify major theorists.
6. Identify multiple social factors and institutions that impact learning.

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Core Competency: Ethics and legal responsibilities, Systems

**D. Demonstrates an understanding of the legal and ethical responsibilities of the K-12 educator.**

Activities:

1. Seek opportunities to work collaboratively with colleagues.
2. Demonstrate enthusiasm for teaching.
3. Communicate honestly.
3. Maintain complete, orderly, and timely records
4. Analyze structures for governing professional practices in learning settings.
5. Identify systems that deliver education and training.
6. Explain major laws affecting a variety of issues in learning settings.
7. Explain rationale for policies and procedures.
8. Explain privacy rights.
9. Explain nondiscrimination rights.

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Core Competency: Communication, Problem Solving and Critical Thinking, Technical Skill

**E. Demonstrates understanding of methods for promoting the intellectual and social development of students**

(2.6, 2.7)

(E.1, E.2, E.3)

Activities:

1. Describe high standards.
2. Encourage respectful interactions among learners.
3. Describe the needs and characteristics of diverse learners
4. Describe access to resources and explain how identified materials and resources support educational goals.
5. Explore the roles and relationships between learners, teachers, schools, and society.
7. Demonstrate fairness.
8. Discuss current issues and problems relating to the movement for contemporary educational reform.

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Core Competency: Academic Foundations, Systems

**F. Demonstrates knowledge of relationships between education and society**

(2.2, 3.13, 4.2, 4.5, 4.6) D.2, D.3

Activities:

1. Discuss the historical and philosophical roots of contemporary American education and its development as a discipline.
2. Explore the roles and relationships between learners, teachers, schools, and society.
3. Describe the process by which education in the United States has been shaped by political, social, and cultural forces.
4. Explore the linkages between politics in educational policy and its implementation at international, national and local levels.

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Demonstrates: Communication, Information Technology, Technical Skills

**G. Demonstrates classroom interaction skills**

(1.9,1.10,1.11,1.13,1.15,1.17,1.18,1.19,2.1,2.10,2.11,2.12,2.13,,2.14,3.10,3.11,3.12,3.13)

Activities:

1. Enlist participation of learners in determining expectations
2. Utilize meaningful group tasks.
3. Use learning activities and assignments to challenge and engage learners.
4. Use learning activities and assignments to challenge and engage learners.
5. Encourage learners to initiate topics.

6. Engage all learners.
7. Demonstrate technological literacy and skills and utilize multiple technologies.
8. Maintain coherent instruction.

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Core Competency: Problem Solving and Critical Thinking, Systems, Academic Foundations

**H. Demonstrates an understanding of education theory and foundations(4.1, 4.2)**

1. Discuss the historical, philosophical, and sociological roots of education and special education in the United States
2. Discuss the historical and philosophical roots of contemporary American education and its development as a discipline
3. Identify Vermont State and federal guidelines and legislation for the education of children with special needs.
4. Identify Vermont state and federal guidelines and legislation for the education of children with special needs.
5. Explore the linkages between politics in educational policy and its implementation at international, national and local levels.

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Core Competency: Systems, Leadership and Teamwork

**I. Demonstrates knowledge of teaching and learning skills to plan educational strategies (3.14)**

Activities:

1. Discuss current educational research and theory as it relates to instructional methods
2. Develop the ability to reflect on their teaching, student learning, and to make changes as warranted
3. Explore the roles and relationships between learners, teachers, schools, and society
4. Describe the process by which education in the United States has been shaped by political, social, and cultural forces
5. Explore the linkages between politics in educational policy and its implementation at international, national and local l
6. Examine and discuss multiculturalism and diversity as they connect to educational issues and practice
7. Develop an initial philosophy of education statement that has personal significance to the students.
8. Integrate the use of computer in the classroom as a tool for teaching writing and research in a variety of disciplines
9. Create thematic instructional units that rely on active learning and encourage higher order thinking
10. Customize content to learners' abilities, interests and future objectives.

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Core Competency: Academic Foundations, Technical Skill, Information Technology

**J. Demonstrates special populations interaction skills**

(3.3,3.11,3.12,4.4, 6.13,6.17,6.20,6.23)

Activities:

1. Discuss the history of special needs education and explain the impact of past concepts on present theories, practices, legislation and attitudes.
2. Explain principles of support and service processes
3. Identify learning technologies that provide accessibility for student learning (e.g. ADA considerations, zoom text, etc.).
4. List multiple and diverse characteristics of individual learners.
5. Identify typical characteristics.
6. Identify exceptional characteristics
7. Align strategies to learners' cultural experiences.

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Core Competency: Academic Foundations, Technical Skill, Systems

**K. Effectively delivers classroom curriculum using materials and activities consistent with current educational theory and techniques.**

Activities:

1. Align strategies to learners' existing skills.
2. Align strategies to learners' prior knowledge.
3. Align strategies to learners' interests.
4. Allocate time realistically.
5. Identify different learning pathways based on learner needs.
6. Customize content to fit multiple learner purposes and settings.
7. Contextualize instructional examples based on learners' characteristics.
8. Use assignments that apply knowledge and skills to relevant real-world purposes and settings.
9. Use arrangement of space, equipment, and furniture to optimize learning.

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Core Competency: Safety, Health, and Environmental, Ethics and Legal Responsibilities

**L. Demonstrates an understanding of risks to safety, health and environments in educational settings.**

(3.3,3.5,3.6,3.7,3.9,3.13,4.6)

Activities:

1. Describes universal precautions for blood borne pathogens and the procedures for responding to and reporting exposure.
2. Describe safe body mechanics relevant to the learning setting.
3. Describe safe ergonomics relevant to the learning setting.
4. Explain procedures related to criminal background checks, if

- appropriate to the learning setting.
5. Describe fire precautions and response procedures.
  6. Describe procedures for responding to violent and threatening behaviors, health risks, and fire emergencies.
  7. Identify potential hazards.

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Core Competency: Problem Solving and Critical Thinking  
Systems, Communications, Leadership and Teamwork

**M. Demonstrates problem solving and critical thinking skills to understand instruction and learner achievement**  
(2.2,2.3,2.4)

Activities:

1. Define the problem.
2. Explain hypothetical solutions based on prior knowledge.
3. Explain similarities in data and viewpoints.
4. Explain dissimilarities in data and viewpoints.
5. Use inductive and deductive reasoning.
6. Explain a position based on multiple and conflicting data and viewpoints.

**Education and Training Program Cluster  
Teaching/Training Pathway**

Satisfaction of these cluster core competencies provides the basis to proceed into the student’s choice of concentration areas:

Foundation Cluster Core Competencies (include the skills – under each competency)				
0	1	2	3	4
No Exposure	Introduced	Practiced	Entry Level	Competency

**0 1 2 3 4** Core Competency: Employability and Career Development, Systems  
 “ “ “ “ “ **A. Demonstrates understanding of career pathways in education**  
 (3.15, 3.16)  
 Activities:  
 1. Identify and discuss the importance of employability skills.  
 2. Identify occupational areas compatible with abilities, interests, aptitudes, and values.  
 3. Research and present information to explore and evaluate career options.  
 4. Compare and discuss personal occupational goals in concern with regional workplace options;  
 5. Discuss the importance of workplace culture and ethics as they relate to obligations, responsibilities, and self-presentation;

**0 1 2 3 4** Core Competency: Employability and Career Development, Ethics and Legal Responsibilities  
 “ “ “ “ “ **B. Demonstrates professional work habits**  
 (1.3, 1.5, 1.8, 1.10, 1.13, 1.15, 1.17, 1.18, 1.19, 1.21, 2.9, 3.3, 3.10, 3.14)  
 Activities:  
 1. Demonstrates effective participation in a workplace or community setting (e.g., communication, teamwork, appropriate workplace habits).  
 2. Identify program objectives for the field of study and design a field study experience to meet those objectives.  
 3. Examine the roles and responsibilities of citizens within their communities and/or workplaces and assess the ways

in which an individual can contribute to the community and/or workplace.

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Core Competency: Communications

**C. Demonstrates interpersonal communication skills**

(1.5, 1.8, 1.10, 1.13, 1.15, 1.17, 3.11, 3.12)

Activities

1. Explain non-verbal and verbal communication.
2. Use language, terminology, and complexity suitable to audience.
3. Adapt communication based on feedback..
4. Utilize discussion skills.
5. Utilize questioning skills.
6. Apply listening skills to enhance learning.

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Core Competency: Leadership and Teamwork

**D. Demonstrates understanding of service learning and completes a service learning project**

(4.1)(D.2)

Activities:

1. Examine the roles and responsibilities of citizens within their communities and/or workplaces and assess the ways in which an individual can contribute to the community and/or workplace.
2. Enhance and transform the learning gained in the field experience through a process of reflection.
3. Integrate theoretical and practical understanding, skills, and knowledge through a community or workplace experience.

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Core Competency: Systems, Employability and Career Development

**E. Demonstrates knowledge of the licensing procedures and requirements**

Activities:

1. Becomes familiar with the content and use of the Praxis I and Praxis II exams.
2. Demonstrates understanding of the process for becoming a board certified teacher in the state of Vermont.
3. Understands the issuance and endorsement licenses in different subject and administrative areas.
4. Understands the components of a state endorsed teacher education curriculum.

5. Is able to explain the structure of the administrative body and state licensing procedure in Vermont.

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Core Competency: Employability and Career Development

**F. Demonstrates, understands and promotes concepts of lifelong learning through a commitment to personal professional development.**

(3.6,3.15,3.16,4.5)

Activities:

1. Use self-assessment and assessment by others to match personal characteristics to those associated with successful professional practice.
2. Enter into job shadowing and mentoring relationships
3. Explain future demographic and sociological trends that are likely to affect employment in education and training.
4. Complete required academic preparation.
5. Identify appropriate sources of professional development.
6. Identify practice settings.
7. Employ time management skills
8. Prepare a written personal growth plan.

## *Occupational Skills*

The student demonstrates the specified level of competency in occupational skills:

**0**                      **1**                      **2**                      **3**                      **4**

## Teaching Concentration Area

### Technical Skills Competencies

(List skills under each concentration area competency)

1,2

#### **A. Demonstrates information technology skills**

(1.18, 1.19, 1.21)

#### *Activities*

1. Integrate the use of computer in the classroom as a tool for teaching writing and research
2. Identify learning technologies that provide accessibility for student learning (e.g. ADA considerations, zoom text, etc.).
3. Demonstrate proficiency in finding and evaluating relevant Internet resources
4. Use the computer for creating an electronic portfolio and other tools for assessment in a teaching and learning environment.
5. Learn about integrating multi-media effectively with teaching methods.
6. Create a basic Web page for instructional purposes.
7. Use email as an effective communication method to enhance teaching and learning activities.
8. Use the computer for creating an electronic portfolio and demonstrate other tools for assessment in the classroom.